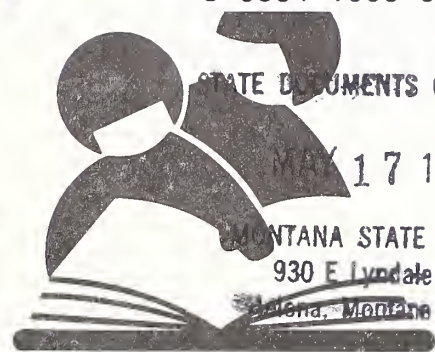


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# MONTANA SCHOOLS



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Vol. 25, No. 4    Office of Public Instruction    Ed Argenbright, Superintendent    May 1982

(USPS 601690)

*A variety of exhibits*

## Fair is a Success

Over 450 persons gathered in Helena April 30 and May 1 to participate in the first Montana Education Fair and to present their exhibits. Among those who attended were the Colorado State Superintendent of Schools and three members of the staff of U.S. Secretary of Education Terrel Bell—the Education Department's Chief of Staff and regional representatives from Denver and San Francisco.

State Superintendent Ed Argenbright said, "We were extremely pleased with the quality of the exhibits and the expertise that participants were willing to share. There was a tremendous variety of exhibits, and the energy exerted by teachers and other participants was fantastic. These people are to be commended."

"One of the most significant and exciting aspects of the fair was the exchange of so many innovative and exciting ideas," Argenbright said. "A great deal of learning and experiencing occurred during this first fair, and we expect next year's fair to be an even more exciting educational event."



▲ One of the Educational Fair exhibits was presented by Hmong children, May Ker Vang and Kao Yang, and their instructor, Debbie Spradlin, of Corvallis schools.

◀ Betti Christie, Fair Director, conducted a series of interviews during the fair as part of an audiovisual program which is now available to Montana schools and organizations.



# Board of Public Education Corner

by

Dr. Hidde Van Duym  
Assistant to the Board

When reviewing past Board business, accreditation deserves special mention. At recent meetings the Board heard several presentations on the relationship between the accreditation standards and the cost of running a school district. The issue continues to command attention because, since the passage of the Foundation Program Act in 1949, the state has been committed to assisting the school districts in financing their minimum operating cost on an equalization-of-financial-effort basis.

However, in the intervening 30 years, much has changed. The legislature passed a joint resolution during its last session entrusting a joint subcommittee on education with the task of studying: "whether or not the school foundation program as currently funded properly meets the mandate for funding as stipulated in Article X of the Constitution," and "the relationship between the basic educational program established in the standards for accreditation and the foundation program amount."

Standards of accreditation have been the responsibility of the State Board of Education since 1912. At that time, State Superintendent Harmon prepared a "course of study and manual" in order to deal with "the lack of uniformity in the course and work of the schools." In 1915 the Board adopted standards for the purpose of accrediting high schools; the standards included all the topics they include now, namely teacher qualifications, teacher load, class time, class size, subjects to be covered and building safety and health.

Since 1915, the standards have been revised regularly, and since 1973, the Board of Public Education has adopted a policy of regular review. The Board held hearings across the state last year and produced a revised version.

The Board adopted, also last year, an alternative standard (General Provision 108) which gives schools the option to replace a standard or set of standards with an alternative for one year. The deadline for application is the second week in January, and at its February meeting, the Board gave permission to nine schools to use the alternative standard.

The Board approved the accreditation recommendations of the Superintendent for 191 junior and senior high schools, 591 elementary schools and 14 private and institution schools at its March meeting.

The Board is looking forward to hosting the Western Area Conference of the National Association of State Boards of Education, April 30-May 1, in Helena. The conference is entitled "Critical Issues in Education" and consists of presentations on three themes: "Shifting Governance Between Local, State and Federal Government," "Improving Education Through Our Teachers," and "School Finance." Speakers include Elam Hertzler, Executive Assistant of the U.S. Department of Education, Dr. Michael Kirst, Professor of Education at Stanford University, and Dr. John Augenblick, Director of the Education Finance Program of the Education Commission of the States.



State Superintendent Ed Argenbright and Eugene Gonzales, Dept. of Education regional director in San Francisco, discuss educational issues during the National Association of State Boards of Education conference which was held in Helena April 30 and May 1.

## School Food Conferences

The Office of Public Instruction, Division of School Food Services and the Montana School Food Service Association are again co-sponsoring a training conference for school food service personnel in Billings August 10-12 and in Missoula August 17-19.

Conference sites for this year are Lewis & Clark Junior High School, 1315 Lewis Avenue, Billings (252-9398) and Big Sky High School, 3100 South Avenue West, Missoula (728-2400). School administrators and food service personnel are urged to attend the conference. Registration fee is \$15 at the door. A discount is offered for early, prepaid registration. School food service funds can be used for this purpose. Dorm space will be available in Billings only.

The conference will focus on three major areas: meal costs and menu planning, personnel management, and accountability of the lunch program.

Guest speakers, demonstrations, group discussions and a vendor's show will highlight the two and a half day session. Registration information will be available soon. For more information contact the Office of Public Instruction, Division of School Food Services, State Capitol, Helena 59620, 449-2501 or 1-800-332-3402.

**Montana Schools** is published four times yearly—in September, December, March and May—by the Office of Public Instruction.

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# Pupil Transportation

## Minimum Standards for School Buses

The long, drawn-out process of updating and reprinting school bus standards is almost complete. A copy of the new standards will be mailed to all school districts, school bus contractors, dealers, manufacturers and others before the end of May.

The new booklet will include information never covered previously by our standards. This printing will include minimum standards for special education vehicles, LP gas motor fuel installation, the use of four-wheel drive vehicles and the standards for regular "school buses." The intention of the revision committee, the Office of Public Instruction and the Board of Public Education has been to follow the National Minimum Standard guidelines and make new standards clear and understandable for all those concerned.

If you have not received a copy of the new standards by the first of June and would like to receive a copy, contact Terry Brown, Pupil Transportation Safety Specialist, Office of Public Instruction, Helena 59620, 449-3167 or 1-800-332-3402.

## 1982 Montana Conference on Pupil Transportation

Mark July 7, 8, and 9 on your calendar and make plans to attend the Montana Conference on Pupil Transportation. This summer's conference will be held at the Holiday Inn West in Billings.

The conference steering committee has worked hard in setting up a good guest and participant program. The State School Bus Driver Road-e-o will be included in the 1982 program. We are sure you will find something in the program that will help you "think safety everyday" in your working with pupil transportation.

Pre-register now and save a few dollars. Below are some of the program's highlights for your review:

### July 7 (Wednesday)

- |                       |  |
|-----------------------|--|
| 11:30 a.m.- 1:00 p.m. | Luncheon—Speakers<br>Welcome—Billings Mayor Bill Fox<br>Address—Ed Argenbright, Superintendent of Public Instruction   |
| 2:00 p.m.- 2:45 p.m.  | Workshops<br>1—School Bus Inspections<br>Montana Highway Patrol<br>2—Pupil Transportation Administration<br>Carlisle Beasley, Nashville, TN<br>3—School Bus Safety<br>Georgia Highway Patrol |
| 3:00 p.m.- 3:45 p.m.  | Workshops<br>1—Loading and Unloading Safety (Panel)<br>Pat Fosjord, Billings, Moderator<br>2—School Bus Maintenance<br>3—Pupil Transportation Legislation                                    |

### July 8 (Thursday)

- |                       |  |
|-----------------------|--|
| 9:00 a.m.- 9:45 a.m.  | Workshops<br>1—Propane Fuel Conversion<br>Petrolane, Inc.<br>2—School Bus Safety<br>Georgia Highway Patrol   |
| 10:45 a.m.-11:30 a.m. | Workshops<br>1—Lewistown Advanced Drivers Ed Course<br>Terry Brown, Specialist, OPI<br>2—Drugs & School Bus Students<br>3—Pupil Transportation Administration—repeat |
| 1:30 p.m.- 4:00 p.m.  | State Road-e-o—Holiday Inn & Billings Ford   |
| 6:45 p.m.- 8:30 p.m.  | Banquet<br>Dennis Espeland—Master of Ceremonies<br>Carlisle Beasley, Nashville, TN—Guest Speaker<br>Past-President—National Association of Pupil Transportation      |

## Teacher Programs Are Reviewed

A team of 40 in-state educators completed a review of the University of Montana teacher education programs in April. The review compared teacher education programs that result in certification to the Board of Public Education's standards for teacher education in specific disciplines and in professional and general education. This was the third visit to a Montana institution since the process began and the second visit this year. Montana State University's program was reviewed in February. This process marks the culmination of several years of work by the Office of Public Instruction and the Board of Public Education.

The majority of team members were teachers and administrators from public and private schools in Montana. Montana has a unique role and procedure for including public and private teachers and administrators on these teams. Generally, the team members are released and supported by their districts as part of their regular professional responsibility. This assures a true degree of professionalism and translation of the public and private schools' need for appropriately trained teachers into reality.

Montana has finalized reciprocal certification with Idaho, Utah and South Dakota. This means that any teacher graduating from an **approved teacher education program** in these states or in Montana after April 1, 1982 can be assured of, at least, the basic teaching certificate if they move between Montana and these states. A second benefit, one that is overshadowed by the reciprocal certification, is that educators and the public will now have a firmer basis to indicate that colleges are doing a credible job in training teachers and administrators.



# Brain and Learning Institute

*The Brain and Basic Learning* is the popular title given to the Montana State University Summer Institute, July 19-24, 1982.

Co-sponsored by the Office of Public Instruction and Montana State University, this summer institute may be taken for two graduate credits (\$20 recording fee) or for non-credit. The two graduate credits will be offered under the Educational Foundations course title "Learning Styles and Brain Dominance," No. 580. Travel, housing, food and recording fee expenses are the personal responsibility of each registrant.

Dr. Anthony Gregorc, professor of Curriculum and Instruction at the University of Connecticut, will present "The Nature and Effects of Learning, Teaching and Classroom Management Styles," and Dr. Bernice McCarthy, professor of Education Theory, will present "Teaching to Learning Styles Using Right/Left Mode Techniques."

Additional orientation and review sessions will also be offered. Registration is from 8 to 9 a.m., July 19, in Room 346, Leon Johnson Hall, Montana State University.

For more information write Office of Continuing Education, Montana State University, Room 14, Hamilton Hall, Bozeman 59717, 994-3851 or Kay Burkhardt, Office of Public Instruction, Room 106, State Capitol, Helena 59620, 449-3137.



## Results of School Survey

In February, 850 preliminary surveys were mailed to county and district superintendents, principals and supervising teachers. This survey will be utilized to establish priorities for school contacts for the Department of Basic Instructional Services. A summary of the results is included below.

1. We are interested in participating in a statewide needs assessment to be conducted this spring.

	Very	Slightly	Not
County Superintendents	15	4	3
District Superintendents	49	44	20
Principals	37	40	21
Supervising Teachers	8	7	11

2. We are interested in allowing some of our teachers to participate in a statewide curricular task force.

	Very	Slightly	Not
County Superintendents	9	9	2
District Superintendents	27	46	21
Principals	35	48	15
Supervising Teachers	6	10	12

3. We are interested in receiving assistance from OPI in designing our personal inservice plan tailored to the needs of our district.

	Very	Slightly	Not
County Superintendents	10	7	4
District Superintendents	47	40	16
Principals	61	30	12
Supervising Teachers	9	8	10

4. We are interested in requesting OPI to do an inservice program for our district.

	Very	Slightly	Not
County Superintendents	12	8	1
District Superintendents	51	44	12
Principals	56	31	13
Supervising Teachers	8	11	7

5. We are interested in inviting OPI to visit our district to evaluate our curriculum and offer suggestions for possible alterations.

	Very	Slightly	Not
County Superintendents	8	8	4
District Superintendents	55	28	21
Principals	48	32	18
Supervising Teachers	11	4	9

The formal needs assessment is presently being tabulated. School districts are thanked for their cooperation in returning responses. All schools will be informed of the results. This needs assessment will establish priorities for staff development workshops for next year.

## Children of Changing Families

A resource manual, *Children of Changing Families*, for teachers, counselors and helping professionals, will be developed by the Teacher Center of Montana, Missoula Branch, under an ESEA Title IV-C grant. The resource manual will include the effects/implications of parental separation, divorce and stepparenting on children. Instructional issues and classroom activities for educators to work with children will be included.

Your ideas and suggestions are welcome. Classroom experiences and/or activities that have worked effectively with children would be appreciated. Briefly explain the activity or suggestion, include your name, school and position, and send it to Guidance Specialist, Department of Special Services, Office of Public Instruction, State Capitol, Helena 59620. Credit will be given to those selected for print.



## Hardin's Decathlon Team

Hardin High School students participated in the first U.S. Academic Decathlon in April at Loyola Marymount University in California. The students were selected to compete after a series of tests, essays and speeches. The nine selected students were Barb Sherman, Mark Helsel, Tom Lix, Cindy Herbel, Steve Enzminger, and John Pauley; alternates were Mark Harlin, Dane Dahle and Doug Mizell.

The three teams, which were composed of the selected students, represented a cross-section of the academic range at the high school. Honor team members were drawn from students with A averages; the scholastic team from those with B averages; and the varsity team from those with C and below averages.

State Superintendent Ed Argenbright said that although no similar academic decathlon has been established for the state of Montana, a process might be organized if interest is expressed. Hardin High School was randomly selected on a pilot basis. Hardin principal Don Gilbertson said that the idea of academic competition has "caught on like fire." The students participating in the initial screening process competed against students in their own grade average group.

## Accountability Model for Guidance Programs

The Office of Public Instruction's project to design an accountability model for the development of guidance programs in Montana is in its initial phase. The Guidance Accountability Steering Committee has been selected to represent professional educators in their respective areas. The task of the committee will be to:

- identify basic components of comprehensive guidance programs in Montana;
- design an accountability model that can serve as a planning procedure for schools to develop a comprehensive guidance program;
- identify available resources that will assist school staff in the development of their comprehensive guidance programs.

The committee will meet in May to design the model and draft a handbook for counselors. The final product will be published and distributed to school districts by fall 1982.

The following persons are the members of the Guidance Accountability Steering Committee: Kent Graves, Counselor K-6, Great Falls District; Nancy Deibert, Counselor 7-8, Billings School District; Sharon Wirtz, Counselor 9-12, Helena School District; Elvira Redding, Counselor 9-12, Pryor School District; Roger Pugh, Financial Aid Director, Northern Montana College; Dr. Rockne Copple, Counselor Educator, Eastern Montana College; Dr. Ronan Conrad, Counselor Educator, University of Montana; Mike Maxwell, Elementary Principal, Missoula School District; Pat Rogers, Jr. High Principal, Deer Lodge School District; Paul Stenerson, H.S. Principal, Conrad School District; Jim Foster, Superintendent, Plains School District; Paul Stengel, Superintendent, Miles City School District; Don Mullen, School Board Member, Missoula; Martha Thomas, Teacher, Dillon School District; Amy Winterburn, Student, Helena; and Verna Macpherson, Parent, Helena.

Dr. Anne Upton, Program Administrator of the Personal and Career Development Services at California State's Department of Education, will serve as a consultant to the committee, as well as Dr. Ken Card, Ron Wirtz and Sherry Jones of the Office of Public Instruction.

Further information may be obtained by contacting Sherry Jones, Guidance Specialist, Office of Public Instruction, 449-3082 or 1-800-332-3402.



Decathlon team members: (left to right) Mark Helsel, Tom Lix, John Pauley, Cindy Herbel, Dane Dahle, Barb Sherman, Steve Enzminger, Mike Harlin, and Doug Mizell. Coaches were Ed Auken and Bonnie Pluhar.



# Traffic Ed. Programs

## New Books and Reports

The 1982 *Montana Highway Patrol Annual Report* is off the press and available upon request. This report has maps, tables, and explanations of Montana's traffic accidents and provides current summaries and an analysis of accidents statewide. For your **free** copy, contact the OPI Traffic Education Programs Specialist.

The 1981 *Motor Vehicles Code Book* is now available. The book contains all current law related to driver licensing, vehicle ownership and registration, traffic regulations, and vehicle equipment. Cost is \$6.50 and is available from the Legislative Council, Kay Roos, Purchasing Clerk, Room 138, State Capitol, Helena 59620.

The *Car Book* is being republished privately and is now available in bookstores. The book contains a purchasing guide listing crash test results, fuel economy ratings, maintenance and repair costs, and insurance costs for new cars. Copies of *The Car Book* may be purchased for \$4.95 in bookstores or may be ordered from the Center for Auto Safety, Dupont Circle Building, Washington, D.C. 20036. Cost is \$5.50.

Do you have a copy of the *Bus Driver Inservice Training Program Resource Catalog* of 16mm films, filmstrips, overhead transparencies and printed materials? This catalog has lots of excellent resource materials that can enhance your traffic education curriculum. For your free copy, contact Terry Brown, Pupil Transportation Safety Specialist, OPI, Helena.

## Public Supports Driver Ed

A recently completed national public opinion poll commissioned by ABC News and the Washington Post provides a booster shot for all who wonder what the public thinks about high school driver education. An overwhelming 83 percent of

Americans support driver education in the schools. Despite the media hype about "back to basics," the public wants more than just the traditional "three R's." Other support levels were the following:

Music . . . . .	82%
Art . . . . .	76%
Health & Hygiene . . . . .	94%
Career-Oriented Skills . . . . .	92%
Handicapped Students . . . . .	62%
Vocational Training . . . . .	95%
Psychological Counseling . . . . .	83%
Foreign Languages . . . . .	81%
Physical Education . . . . .	92%
Computer Knowledge . . . . .	89%
Sex Education . . . . .	70%
Bilingual Education . . . . .	58%
School Lunch Program . . . . .	69%

## More Light to See at Night

Halogen headlights provide 50 percent farther effective seeing distance than the standard sealed-beam headlight. Halogen lights have been on the market about three years. They get their name from a class of chemicals called halogens that include bromine, chlorine, fluorine, iodine and astatine. Halogen lights use bromine gas as one of their components. They burn their filament at higher temperatures providing more and whiter light. The cost of halogen lights varies but, in general, plan on paying more than twice as much for the added seeing power. Present headlamps may be replaced by halogen lamps easily, since they are exactly the same on the outside. They can be replaced one at a time or in pairs.

## A Word to the Wise

"It is unthinkable to expect a student to listen to your advice and ignore your example."

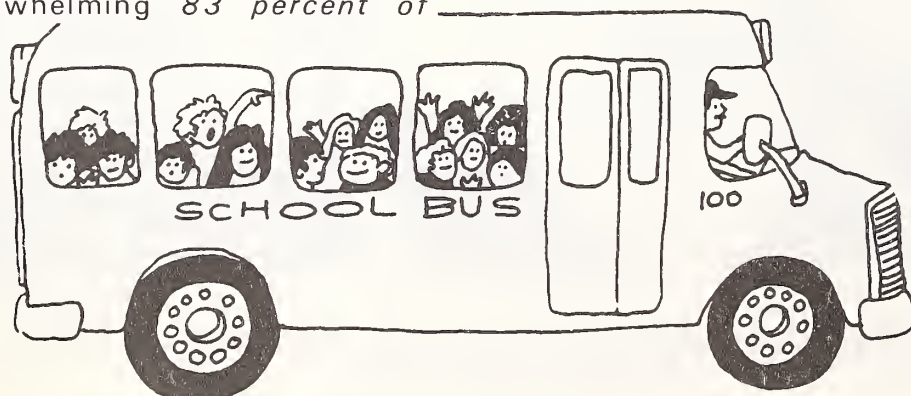
Need assistance with your traffic education program? Contact Curt Hahn, Specialist, Traffic Education Programs, Office of Public Instruction, 449-3126 or 1-800-332-3402.

# Accounting and Reporting Design System Manual

An Accounting and Reporting System Design Manual has been completed and is being released by the Office of Public Instruction's Department of Financial Services and DOA/Division of Local Government Services. The system specifications contained in this manual provide the basis for a double entry, modified accrual system of accounting, with general ledger controls over revenues, expenditures, receivables, inventories, liabilities, fund balances and budgetary accounts. The fund accounting concept, where a fund is defined as an independent, self-balancing, fiscal entity is stressed. The manual also provides uniform accounting methodology, incorporating generally accepted accounting principles and adhering to state laws that affect accounting policy. While uniformity is an important aspect of the system, other benefits include improved financial information for management planning and decision making, better public disclosure of school district operations and flexibility in account selection. In addition, the annual financial reports generated by the system will meet generally accepted accounting principles and school district reporting requirements as prescribed by the Office of Public Instruction.

Any district using the manual or computerized system is encouraged to implement both components. Any district considering computerization is encouraged to first verify that the hardware and software have demonstrated the capability of handling the entire Accounting and Reporting System as designed. The Division of Local Government Services will provide technical assistance in determining if the vendor's hardware and software meet the required specifications.

Those districts considering acquisition of computer hardware and software are encouraged to utilize a comprehensive evaluation process. The Division of Local Government Services has developed a guideline entitled, "Writing and Evaluating Automated Data Processing Requests for Proposals." This guideline is available from the division upon request.





# Reciprocity Agreements

Montana has finalized reciprocity agreements with Idaho, Utah and South Dakota. This means that any teacher graduating from an **approved teacher education program** in these states or in Montana after April 1, 1982, can be assured of, at least, the basic teaching certificate if they move between Montana and these states.

For details, contact Certification Services, Office of Public Instruction, 449-3150 or 1-800-332-3402.



## Johnson Is Appointed to Commission

Claudette Johnson, English Language Arts Specialist with the Office of Public Instruction, has been appointed as a member of the CEE Commission on Supervision and Curriculum Development in the English Language Arts with the National Council of Teachers of English (NCTE). The aim of NCTE, a professional organization for English teachers and supervisors in the U.S. and Canada, is to increase the effectiveness of teaching the English language and its literature in the nation's schools and colleges.

Johnson was the director of Project English, 1980-81, and the coordinator of two State Leadership Conferences. She is the editor of the 1981 edition of the *English Language Arts Handbook, A Process for Curriculum Building K-12*, and author of articles published in *Montana English Journal*, *Education News and Views*, and *Montana Arts*. She has taught grades 7-12 English, speech, drama, journalism, and college English and drama.

# School Law Update

by Rick Bartos

## Recommended Board Policy Review

The Office of Public Instruction, as well as many school districts, utilizes release forms for photographs, video tape production, or performance of other functions. School officials should be aware that these forms are not 100 percent safe.

Montana law provides that releases are contracts entered by parties agreeing to perform some function. However, an agreement entered into by a minor is voidable and, therefore, is not binding.

As such, a child cannot release the district from liability in the event of court action. Even if the parent signs the release, only his/her claim against the district is released and the child is not prevented from finding a guardian ad litem to bring action on his/her behalf.

Therefore, it is important that school officials review their release policies to insure that all steps are taken to protect the parties involved. Allow any material that is produced to be reviewed by the parent. Use only material that is necessary and reasonable. If questionable material is presented, disregard its use.

Periodic review of other school district policies may also be in order. Recently, the district court in Billings issued a permanent injunction against the Board of Trustees of Huntley Project High School for exceeding the authority provided them by their own established policy.

The policy in question prohibited students from possessing or using alcohol on school premises or at school sponsored activities. However, two students were suspended from participation in school athletic activities for possessing alcoholic beverages while attending the horse races at Yellowstone County Fairgrounds with their families.

The court ordered that the action was arbitrary and in excess of the trustees' authority since the established policy applied only to the school premises or to school events. Because the circumstances of this case were entirely unrelated to school activities, the students were allowed to participate in athletic activities for the remainder of the sports season.

## Historical Society Resources

The Education Department of the Montana Historical Society in Helena offers a variety of resources for students and the public. The following activities are most rewarding for students and teachers alike when coordinated with classroom study.

The M.J. Murdock Charitable Trust has funded two projects. Footlocker exhibits, especially appealing for use in the primary grades, focus on Montana history themes, including homesteading, ranching and the cowboy, the frontier army, the fur trade, the Plains Indians, and mining in Montana. Each footlocker contains various artifacts, facsimilies, photographs, cassettes, maps, and representative costumes to illustrate the exhibit theme. Also available for classroom use, particularly for junior high age, are six curriculum packets containing slide sequences and study guides. These cover the following areas of Montana history: power politics in Montana, Native Americans lose their lands, transportation, the energy industry, the Depression in Montana, and frontier towns.

The footlocker exhibits and the slide units are available for distribution to schools and libraries across the state. One unit may be requested at a time, and each may be kept for one week. The only cost incurred by the hosting institution is that of return shipping charges.

Tours of the Original Governor's Mansion and the Capitol are also arranged through the Montana Historical Society. Reservations should be made two weeks in advance by calling 449-2694. One adult should accompany every ten children; groups of 20 can be comfortably accommodated at one time. A volunteer will accompany each group on tour, so arriving at the scheduled time is important.

For more information on these and other resources available, call or write Education Department, Montana Historical Society, 225 North Roberts, Helena 59620, 449-2694.



# Vo Ed Services

The vocational education services staff traveled during the past year from Bainville to Victor and from Troy to Broadus and 24 sites in between to perform program reviews and give technical assistance to secondary schools with approved vocational projects. In addition, numerous technical assistance requests were handled by vocational education specialists in the following areas: Agriculture Education, Business and Office, Home Economics and Consumer Education, Human Potential (Sex Equity), Marketing and Distributive Education, Montana VIEW/Vocational Guidance, Special Needs, and State Plan, Research and Reports.

Elements of technical assistance services include:

- Conducting both community and student interest surveys which identify vocational needs in the district.
- Developing philosophy, goals and objectives for vocational programs that meet the training needs identified by the needs assessment.
- Implementing a vocational program which reflects the philosophy and goals of the district and satisfies the community labor and student training needs.
- Developing and conducting vocational student follow-up/placement activities which will reflect success/failure of students entering the labor market or seeking further training.
- Initiating a systematic ongoing evaluation process at the local level which identifies the strengths and weaknesses of the total program.

Through a cooperative effort of the Montana Advisory Council for Vocational Education (MACVE) and Vocational Services, a review of the program evaluation process and instrument resulted in numerous revisions. Beginning with the 1982-83 school year, program evaluation visitations will utilize a regional concept and remain on a five-year cycle, emphasizing one region each year. The evaluation team will be restricted to vocational services specialists utilizing revised evaluation instruments. The evaluation schedule will begin in September and end in December in an effort to provide quality assistance early in the school year. Reduced budgets will necessitate better planning and efficient time usage.



Other in-house activities have included a review and update of:

- The project application process, forms and funding procedures.
- Vocational Education Standards and Guidelines Handbook for Montana.
- Districts being surveyed to identify vocational education needs at the local level.

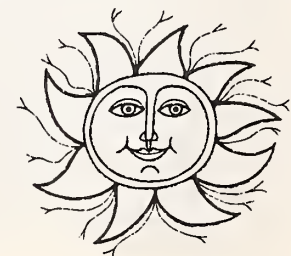
Vocational Services has implemented a statewide secondary vocational student follow-up system. The information gleaned from the follow-up study will provide for program development expansion and/or renovation based upon feedback derived from previous vocational students and employers of those students.

The mechanics of the follow-up system will require:

- A three-year cycle for complete implementation.
- A reporting instrument combining student data for follow-up use and vocational funding purposes.
- A data bank of student information will be stored on the office computer.
- Student and employer follow-up instruments will be generated from the state office.
- Regional workshops will be conducted explaining the participation of and benefits for local districts.

Vocational Services personnel are in the process of writing a new five-year plan of vocational education for Montana. Each local district has been asked to participate in the development of the plan by submitting a local five-year vocational plan. The local plans identify vocational needs within the district for the period of 1983-88.

The thrust of secondary vocational education in Montana for the 1982-83 school year should include vocational Program Articulation and increased Cooperative Training opportunities. Program articulation (comprehensive secondary and secondary/postsecondary) will necessitate an extensive curriculum review. Increased cooperative training endeavors will require close working relationships between public education and private industry. The combined efforts will provide greater vocational opportunities for secondary students in Montana.





# Computer Ed. Activities

The first year of major activities in the area of computer education at the Office of Public Instruction is coming to a close. The most important event of the year was the Rocky Mountain Computer Conference (RMCC), April 2-3 in Billings, that was sponsored by the OPI and Montana Council of Teachers of Mathematics (MCTM).

George Gerhold of Western Washington State University spoke on the topic "Why Are We Off On The Wrong Foot?" He addressed many of the key questions that have been asked by districts throughout the state. Dr. Gerhold pointed out that hardware should not be the first choice as a school or district moves into computing. Too many schools are considering purchase of a computer based on the advice of a neighboring school, sales pitch or cost.

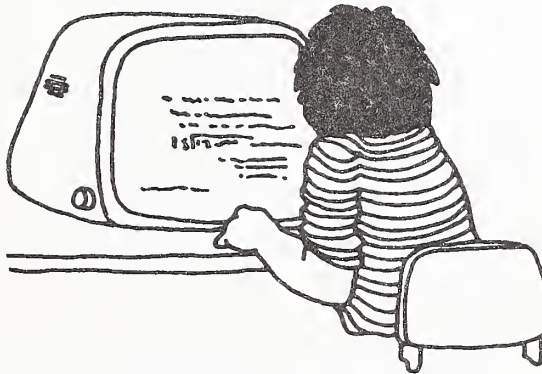
The first consideration in a district should be, "What do we intend to accomplish with computers?" Administration and staff must come to grips with a variety of concerns. The availability of software programs in accomplishing previously set goals should be the next consideration. Therein lies a large problem. Software evaluation is a very difficult situation; however, there is no sense in buying computers to accomplish particular curricular tasks and then find that no programs exist to do those tasks. After these two questions have been answered, the school is ready to buy the computer that will run the software for accomplishing original goals.

Dr. Gerhold made two other important points to consider. First, don't expect teachers to find that the computer will save great amounts of time. On the contrary, children will pound on the doors at 7 a.m. and still be there when the custodian asks them to leave at night. Also, implementation of the program will take much extra time, since teachers need to find new ways to incorporate the computer into the instructional program.

"Simply because a plan is put into operation this year, does not mean that it is cast in stone. Don't be afraid to change; the technology will advance; new programs will be developed; and we must be capable of adapting to what comes next and making the best use of it," said Dr. Gerhold.

Here in Montana, we would like to believe that we are doing many things right. Many districts have outstanding programs; several are in the process of developing long-range plans for well-defined programs for incorporating computers into the curriculum. Staff development, a most important aspect of success, is being planned for and by teachers.

A statewide staff inservice plan is being developed that can be offered in any location. Staff for this program will include classroom teachers who have been involved in use of computers and are qualified as university instructors.



For the 1982-83 school year, districts in the state should plan now for the Second Annual Rocky Mountain Computer Conference, which will be held in Great Falls, March 10-12, 1983 at C.M. Russell High School. The meeting will be in conjunction with the National Council of Teachers of Mathematics (NCTM) Northwest Regional Meeting hosted by the Montana Council of Teachers of Mathematics. This NCTM conference will be unique since it will be multi-disciplinary including sessions in mathematics, reading, science and computing. In all, over 250 sessions will be offered by speakers from throughout the United States. Presidents of national groups and other nationally recognized leaders will speak. Several districts have already set aside March 11, 1983 in the school calendar as a Pupil Instruction Related Day (PIR) or staff day so that all teachers will be able to attend the full conference.

For information on the conference, computer camps for kids during the summer, inservice courses and workshops on computers at Montana schools, call Dan Dolan, Mathematics Specialist at the Office of Public Instruction, 449-2086 or 1-800-332-3402.

## Conducting Meetings

# Why Meetings Fail

Most managers spend at least one full day a week in meetings and conferences trying to solve problems. Unfortunately, many of these small-group sessions produce little visible output and end in frustration. Here, based on interviews with thousands of participants, are some reasons why meetings fail:

- **Lack of relevant subject matter.** This problem can arise either because the wrong people have been asked to attend or because what is discussed is not appropriate. When it occurs, participants tune out and may feel misused or abused.

- **Wrong number of people.** Problem-solving meetings ideally should contain between seven and 12 participants. Fifteen to 20 are too many because more data are generated than the system can adequately process. And two or three are too few because not enough points of view can be tapped.

- **One person dominates.** When this happens, participants withdraw. Unfortunately, the leader often perceives the withdrawal as assent. As a result, little is accomplished.

- **Lack of clear objectives.** This problem is related to inadequate planning or poor leadership. It also occurs when the leader has set objectives but fails to share them.

- **No apparent changes take place.** If participants perceive meetings as wasted motion, they become discouraged and angry. If action is taken, it should be monitored and reported to them.

- **Personality clashes.** Meetings are destined to fail when personality clashes dominate the process and eclipse the real purpose of the session. They must be dealt with by strong leadership.

- **Failure to review previous decisions.** Participants tend to forget what goes on from one meeting to the next. Minutes of previous meetings should be reviewed.

Source: *Solving Problems in Meetings*, by James D. Jorgensen, Ivan H. Scheier and Timothy F. Fautsko, Nelson-Hall Inc., Publishers, 111 North Canal St., Chicago, IL 60606.



# Unclassifieds

## Financial Aids Sourcebook Available

A comprehensive handbook describing a variety of sources of financial aids for post-secondary education students is now available from the National Headquarters of The American Legion.

The handbook, entitled *Need a Lift?*, lists more than \$4 billion in financial assistance available from public and private sources. Now in its 31st printing, *Need a Lift?* has been completely revised and updated in keeping with the latest changes in financial aids availability and contains complete information on state laws providing education benefits.

Additional copies may be obtained from The American Legion National Emblem Sales Division, P.O. Box 1055, Indianapolis, IN 42606. The cost is \$1 per copy in quantities less than 100 or 75 cents per copy for 100 or more. Copies also are available at local American Legion posts, Legion Auxiliary units or at the state headquarters of The American Legion.

## Free 1982 Student Work, Study, Travel Catalog

The Council on International Educational Exchange (CIEE), the largest student travel organization in the United States, announces the publication of the 1982 Student Work, Study, Travel Catalog. The 64-page catalog is one of the most comprehensive free student guides available and is packed with information on travel abroad, work exchanges and overseas study. While some services offered are available only to students, many are open to all.

The 1982 Student Work, Study, Travel Catalog may be obtained from CIEE, Dept. STC 82, 205 East 42nd St., New York, NY 10017 (212) 661-1414 or, 312 Sutter St., San Francisco, CA 94108 (415) 421-3473. Enclose \$1 for postage and handling.

## Author Requests Children's Thoughts

Ray Shaw, a prominent photo-journalist and author of eight books, will prepare a series of books on the innermost thoughts of children around the world, concerning *Peace*, *Prayer*, and the *Power of Leadership*. The author has asked for the assistance of Montana teachers in having their students write their thoughts on 1) "What Peace Means to Me," 2) "What Prayer Means to Me," and 3) "What I Would Do If I Were the Leader of My Country."

Any child from 6 to 14 may participate, even if some may have to depend on an adult to help write their thoughts and/or opinions. The child's name or initials, age, grade, city and state should be included. Submissions may be made to Ray Shaw, 255 West 90th St., New York, NY 10024.

## Bank-Ed School Series

An innovative consumer economics program for elementary, junior high and senior high students, entitled "Bank-Ed School Series," has been developed to fill the gap in economic education. It is a self-contained, three-part series designed to teach personal money management skills. Students actively participate in real-life financial situations and receive practical instruction in the skills of financial problem solving, decision making and planning.

Financial institutions purchase the Bank-Ed School Series and donate the materials to the education community as a public service. For more information, write to Bank-Ed, Inc., 1133 G St., San Diego, CA 92101.

## Insurance Education for Teachers

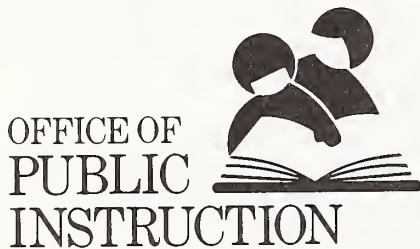
An "Insurance Education for Teachers" workshop will be held July 12-16 at Montana State University, 453 Reid Hall, for high school business, distributive, home economic and science teachers. The workshop is sponsored by the Department of Business, Office and Distributive Education in the School of Business at Montana State University and the Insurance Information Institute. Dr. Dan Anderson, Professor and Chairman of the Department of Risk Management & Insurance at the University of Wisconsin, will lead the workshop.

Two graduate credits, BUED 502, will be awarded to those completing the workshop. A minimum of 25-\$125 scholarships are available for selected teachers to help defray registration, travel and housing expenses. For additional information or application forms, contact Dr. Norm Millikin, Workshop Coordinator, Business, Office & Distributive Education, Bozeman, 59717.

## Free Canadian Newsletter

Gratis subscriptions to the Canadian Department of External Affairs' weekly newsletter, *Canada Weekly*, are available in French (*HEBO Canada*) and Spanish (*Noticiario de Canada*) as well as English (*Canada Weekly*).

Those interested in obtaining a subscription may send their name, address, and preferred language of the paper to the Public Affairs Section of the Canadian Consulate General, 412 Plaza 600, Sixth and Stewart, Seattle, WA 98101-1286.



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